

Lancing College Preparatory School at Hove

Policy for Special Educational Needs

2020-21

Introduction

This policy demonstrates compliance with the statutory requirements laid out in the Special Educational Needs Code of Practice 2015 which can be found on the DFES website at www.gov.uk/government/send-code-of-practice-0-to-25

Reviewed in September 2020 by Helen Holliday

Next review due: September 2021

This document is a statement of objectives, principles and strategies for the provision of children special educational needs at Lancing College Preparatory School in Hove.

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1. DEFINITION OF SPECIAL EDUCATIONAL NEEDS

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age. (Special Educational Needs and Disability Code of Practice: 0-25 years.)

2. OBJECTIVES OF THE SCHOOL'S SEND/LEARNING SUPPORT POLICY

Aim

To build self-esteem and to enable all children to have access to a broad and balanced curriculum that is differentiated to the needs of those children seen as needing support.

Objectives

- To apply a whole school policy to meet each child's individual needs following the guidelines of The Code of Practice for SEND (DfES 2015) and The Disability and Discrimination Act 2002.
- To identify as early as possible those children who have a specific educational need
- To ensure that all staff are aware of each child's needs and are provided with support to meet these needs
- To use the expertise of staff and the resources available to plan and deliver an appropriate curriculum
- To ensure that tasks and activities within the school are as far as possible differentiated to meet the needs of all abilities
- To ensure that children's records include information relating to their individual needs and past interventions
- To ensure that pupils are given high aspirations in their learning, to seek their views about their learning, their progress and their school experience.
- To provide pastoral care and support in order to promote a positive self-image and self-worth of all children in the school.
- To regularly review and evaluate children's progress
- When it is relevant, to ensure the involvement of all support and child health agencies in a multi-disciplinary approach to Special Needs.
- To ensure that all children have equal opportunities to experience all aspects of school life and ensure that children with special needs do not stand out as different from other pupils.
- To provide guidance to parents when the time comes to select a senior school.

3. ADMISSION

Although Lancing College Preparatory School at Hove is generally non-selective, it is unlikely to accept children with significant special needs due to the demanding curriculum and high academic expectations. However, pupils with mild special needs including, for example, those formally diagnosed with mild dyslexia or dyspraxia may be accepted. The school will aim to provide the best possible education for each child as long as it is felt that Lancing Prep at Hove is the best place to meet the needs of that child.

Prior to admission, children joining LPH who have not progressed through the Pre-School are invited to spend some time with their prospective class. This enables the teacher to assess ability and ensure that the school can meet the child's needs. Parents are asked to allow us to read previous school reports. Pupils may be asked to complete numeracy and literacy assessments during their visit days.

4. SEND PROVISION

Where it has been identified that extra support is necessary for the child to access the mainstream curriculum or there is considerable concern that a child is not meeting his or her potential, despite reasonable class-based intervention, parents may be asked to grant permission for an educational screening assessment of the child's needs, conducted by a Lancing College Prep qualified specialist teacher. Alternatively, parents may elect to have their child assessed by a qualified educational psychologist. Parents may be advised to take this course of action following relevant screening or observation. The Head of Learning Support / Assistant Head of Learning Support will provide details of the recommended school Educational Psychologist.

Results of all assessments will be shared with the parents and relevant teaching staff to discuss the way forward. After discussion with all parties, additional support, either on a short- or long-term basis, may be recommended.

Where appropriate, additional support from a qualified Specialist teacher may be provided. Parents will be asked to fund this support in addition to school fees. This support is usually on a one-to-one basis, taking place during normal lesson times and is on a rota system so that children do not consistently miss the same lesson. In some cases, especially for children in the Pre-prep and lower prep school, some TA support is available at no charge within a classroom setting. There may be additional interventions arranged in the form of small group work. The level of support will be regularly reviewed and modified to suit the needs of the child. Children withdrawn for 1-1 support from one of the Specialist Teachers will have learning targets for these sessions (to be supported in class as far as possible). These will be usually reviewed at the end of each term.

The school is happy to work with relevant external agencies (e.g., Educational Psychologists or Occupational Therapists) to support individual needs.

5. IDENTIFICATION AND ASSESSMENT

A child's needs may become apparent through:

- The admission procedure
- Teacher observations within the Pre School or classroom
- Screening procedures
- Expression of parental concerns

Where a teacher has identified a concern regarding a child, they fill out a Concern Form and hand it to the Head of Learning Support or Assistant Head of Learning support. The Head of Learning Support /Assistant Head of Learning Support will then, as appropriate, discuss the teacher's concerns with the teacher observe the child and determine next steps, which may involve screening, further monitoring/observation or potentially a referral to an outside agency.

The Head or Assistant Head of Learning Support (and relevant teaching staff) will discuss concerns and next steps with parents if it is considered that internal / external screening or assessment is required.

Following a full assessment, if there has been an identification of specific needs, the child will be placed on the SEND List and a programme of support or monitoring established.

If a child is accessing additional 1-1 support and has been identified through screening as having *a very strong likelihood of a specific learning difficulty*, they may be placed on the list following discussion with parents.

6. COMPUTER USE

Some children may have access to their own laptop which they are able to use in certain classroom activities as well as for homework tasks. Such children need to have competent keyboard skills and be capable typists. They need to follow the relevant class teacher's instructions for printing or sending work.

7. EXAM ARRANGEMENTS FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

The following arrangements can be made, subject to meeting certain criteria:

Additional Time

- Additional time of up to 25% is usually only given to children who have been formally assessed by an Educational Psychologist.

Other arrangements:

- Children with reading difficulties
 - A reader may be used on a 1:1 basis with pupils whose reading ages are two years or more below their chronological age.

- Children with writing difficulties

An amanuensis may be used when a child is:

- Physically able to write, but finds writing very difficult.
- Is used to having this support in class

This option can only be used once the use of a word processor has been considered and discounted

- Using Word Processors /computers in exams
 - Word processors may be used by children who normally use them as part of classroom practice.
 - During the exam, tools that help with punctuation, grammar and spell checkers must be switched off, unless children are entitled to them if they have a below average spelling age.
 - The above options can only be used in examinations if they are part of normal classroom practice.
 - For Years 7 and 8, children will be expected to use school computers for formal examinations, based in one of the IT rooms.
- Children with diagnosed difficulties impacting on concentration/focus, such as auditory/visual sensitivities or anxieties
 - These children may sit their exams in a room where there are less distractions and a low-key environment that may reduce some of the pressure they might otherwise experience.
- Children recommended by an Educational psychologist or appropriately qualified practitioner for rest breaks
 - The rest breaks will be timed as required and be managed within the framework of the exam timetable

Any exam arrangements for Common Entrance must be agreed by the relevant senior school.

8. RECORD KEEPING

Records are kept of all children placed on the school SEND List to record actions taken and relevant assessments.

9. PARENT LIAISON

Parents whose children are receiving 1-1 support are regularly updated on their child's progress. To facilitate this, they will be invited to meet with the Head of Learning Support or Assistant Head

of Learning Support twice a year but are welcome to arrange other meetings as needed. They will receive a written report at the end of each school year.

As appropriate, parents will be encouraged to support progress at home and will be encouraged to build up their child's confidence and self-esteem.

Parents are always welcome to discuss their child's progress or any concerns they may have with the Head of Learning support, Assistant Head of Learning Support, Form teacher, Director of Studies, Head of Pastoral Concerns or any other subject teacher by appointment. A relationship based on mutual respect is encouraged.

10. COMPLAINTS

Should anyone have any concerns or complaints about SEND/Learning Support provision, they can refer to the Head of Learning Support, the Head Mistress or any other member of the school's Senior Management Team.